



St. Mary's Catholic Primary School, Chiswick  
Year 6: Summer Term 2026  
Mr O'Reilly & Miss McLaughlin

**Topic Themes: The Transforming Spirit and Called to Serve, Unheard Histories: who should go on the banknote? and Can I carry out an independent fieldwork enquiry?**

**RE**

**The Transforming Spirit**

During this topic, the children will look at: Disciples of Jesus, the Ascension, Pentecost, Peter the Apostle, Early Christian Community, Paul the Apostle and Successors of St Peter.

**Called to Serve**

During this topic, the children will look at: the Invitation, Sacrament of Confirmation, Sacrament of Marriage, Sacrament of Holy Orders, many ways to serve, responses to God's Call, be a living witness.

**PSHE and RSE**

**Life Online**

- Sharing Isn't Always Caring
- Cyberbullying
- Types of Abuse
- Impacted Lifestyles

**Keeping Safe**

- Making Good Choices
- Giving Assistance

**Religious Understanding**

- The Holy Trinity
- Catholic Social Teaching
- Reaching Out

**Transition to Secondary School**

-Helping pupils to discuss and secure the skills needed to prepare for the transition to secondary school, including exploring any worries or anxieties they may have.

## Living & Learning, inspired by our faith

**How you can help...**

**Reading**

Whilst your child may be at an age where they can and would like to read independently, it is encouraged that you try to read with them at home, asking questions to help develop their comprehension skills such as:

- How does the title engage the reader?
- Give examples of words chosen by the author to describe (a character)?
- Are they effective?
- What impression does the author want the reader to have of this character? How do you know?
- Does the author have a viewpoint on...?
- How does s/he show this?
- What do you think is going to happen to the main character and how will they feel about this?
- What makes you think this?
- Who would you like to meet in the story?
- Can you give reasons for your choice?

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| <p><b>Reading</b></p> | <p><b>Our core text for the Summer term is <i>The Last Wild</i> by Piers Torday.</b> Please do not read this book with your child when we are studying it as it prevents them from being able to make inference and predictions.</p> <p><b><u>The Last Wild by Piers Torday</u></b> is a dystopian adventure about Kester Jaynes, a mute twelve-year-old boy in a world where a virus has wiped out all animals except for pests. Locked in an institution, Kester discovers he can communicate with animals—starting with a flock of pigeons—and escapes to save the last surviving creatures.</p> <p><u>Knowledge &amp; skills:</u></p> <ul style="list-style-type: none"> <li>-Asking questions to improve their understanding</li> <li>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>-Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas;</li> <li>-Identifying how language, structure and presentation contribute to meaning</li> <li>-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>-Provide reasoned justifications for their views.</li> </ul> | <ul style="list-style-type: none"> <li>• Why did (<i>a character</i>) behave in this way?</li> <li>• Knowing what you know now, what do you think they were hoping to achieve?</li> </ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"> <li>• Give your child opportunities to write for a purpose- letters, emails, and recipes.</li> <li>• Allow your child time to edit and improve their work using a dictionary and thesaurus.</li> <li>• Develop time for your child to share their work with you, discuss how they might improve it and any language they might adapt.</li> </ul> <p><b><u>Spelling, Punctuation and Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Copy some sentences from a book and get them to underline either the main or subordinate clause.</li> <li>• Write down some unpunctuated sentences for your child to punctuate correctly.</li> <li>• Call out a word and ask your child to tell you a synonym (a word that means the same) or an antonym (a word that means the opposite).</li> <li>• If your child asks you a question, ask how s/he would rephrase it as a command (e.g. 'Can you make me a drink?' becomes, 'Make me a drink!')</li> <li>• Make spelling part of everyday life (car journeys are brilliant for this)</li> </ul> |
| <p><b>Writing</b></p> | <p><u>Knowledge &amp; skills:</u></p> <ul style="list-style-type: none"> <li>-Write for a range of purposes and audiences demonstrating selection and use of appropriate features drawn from models of similar writing, wider reading and research</li> <li>-During drafting process make appropriate choices of grammar and vocabulary to clarify and enhance meaning, including use of a thesaurus</li> <li>-Evaluate and edit work to make appropriate changes to vocabulary, grammar and punctuation, including use of tense, subject/verb agreement and register, to enhance effects and clarify meaning</li> <li>-Proof-read for spelling and punctuation errors</li> <li>-In narratives, describe settings, characters and atmosphere, integrate dialogue to convey character and advance action</li> <li>-Prepare non-fiction work using the key features of the text type such as explanation text.</li> </ul>   |   |

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| <p><b>Spelling</b><br/><b>Punctuation and Grammar</b></p> | <p><b><u>Revision and Consolidation</u></b></p> <ul style="list-style-type: none"> <li>• Conjunctions</li> <li>• Direct speech</li> <li>• Inverted commas</li> <li>• Prepositions</li> <li>• Types of clauses</li> <li>• Determiners</li> <li>• Types of pronouns</li> <li>• Adverbials</li> <li>• Modal verbs</li> <li>• Cohesion</li> <li>• Parenthesis</li> <li>• Antonyms and synonyms</li> <li>• Identifying parts of a sentence</li> <li>• Active and passive voice.</li> </ul>  | <ul style="list-style-type: none"> <li>• Encourage your child to read a variety of texts – fiction, information books, comics, newspapers, magazines, etc – to broaden their vocabulary.</li> </ul>  |
| <p><b>Mathematics</b></p>                                 | <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Read and interpret line graphs</li> <li>• Draw line graphs</li> <li>• Use line graphs to solve problems</li> <li>• Circles</li> <li>• Read and interpret pie charts</li> <li>• Pie charts with percentages</li> <li>• Draw pie charts</li> <li>• The mean</li> </ul> <p><b><u>Properties of Shape</u></b></p> <ul style="list-style-type: none"> <li>• Measure with a protractor</li> <li>• Draw lines and angles accurately</li> <li>• Introduce angles</li> <li>• Angles on a straight line</li> <li>• Angles around a point</li> <li>• Calculate angles</li> <li>• Vertically opposite angles</li> <li>• Angles in a triangle</li> <li>• Angles in a triangle – special cases</li> </ul> | <p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Go shopping with your child to buy two or three items. Ask them to work out the total amount spent and how much change you will get.</li> <li>• Buy some items with a percentage extra free. Help your child to calculate how much of the product is free.</li> <li>• Plan an outing during the holidays. Ask your child to think about what time you will need to set off and how much money you will need to take.</li> <li>• Use a TV guide. Ask your child to work out the length of their favourite programmes. Can they calculate how long they spend watching TV each day / each week?</li> <li>• Use a bus or train timetable. Ask your child to work out how long a journey between two places should take? Go on the journey. Do you arrive earlier or later than expected? How much earlier/later?</li> <li>• Help your child to scale a recipe up or down to feed the right amount of people.</li> </ul> |

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|                | <ul style="list-style-type: none"> <li>• Angles in a triangle – missing angles</li> <li>• Angles in special quadrilaterals</li> <li>• Angles in regular polygons</li> <li>• Draw shapes accurately</li> <li>• Draw nets of 3D shapes</li> </ul> <p><b><u>Consolidation Projects – Fiver Challenge</u></b></p> <p>The children will undertake projects which have been produced with the aim of being completed in the summer term of Year 6, following SATs and our Schemes of Learning. The projects provide an opportunity to revisit many of the skills and curriculum content covered both in Year 6 and also the rest of Key Stage 2.</p> <p>The projects have been designed to explore maths in real life contexts, allowing children to see how important maths is in all aspects of life. As well as this we have looked to provide cross curricular links where appropriate, for example, including tasks that develop design and technology skills and geographical knowledge. They also provide an amazing opportunity to explore and develop enterprise.</p> | <ul style="list-style-type: none"> <li>• Work together to plan a party or meal on a budget.</li> <li>• Practice the weekly mental arithmetic task that has been set each week.</li> <li>• Please work on the half termly KIRF's (Key Instant Recall Facts) which can be found on the Year 6 page of the website.</li> </ul> <p>These are just a few ideas to give you a starting point. Try to involve your child in as many problem-solving activities as possible. The more 'real' a problem is, the more motivated they will be when trying to solve it.</p> |
| <b>Science</b> | <p><b><u>Variation</u></b></p> <ul style="list-style-type: none"> <li>• Variation</li> <li>• Inheritance and characteristics</li> </ul> <p><b><u>Adaptions</u></b></p> <ul style="list-style-type: none"> <li>• Animal adaptions</li> <li>• Plant adaptions</li> <li>• Evolution</li> <li>• Charles Darwin</li> <li>• Natural Selection</li> <li>• Darwin's finches</li> </ul> <p><b><u>Fossils</u></b></p> <ul style="list-style-type: none"> <li>• Fossil formation</li> <li>• Explore fossils</li> <li>• Mary Anning</li> </ul> <p><b><u>Themed Project</u></b></p> <ul style="list-style-type: none"> <li>• Chocolate Factory</li> </ul>   | <p><b><u>Dates for the Diary:</u></b></p> <p>Autism awareness Month – April 2026</p> <p>Earth Day – Wednesday 22<sup>nd</sup> April</p> <p>St Georges Day – Tuesday 23<sup>rd</sup> April 2026 – red, white and blue MUFTI</p> <p>Visit from Neal Zetter Poet - Wednesday 30<sup>th</sup> April</p> <p>Rosary In Prayer Garden 2.45pm – Tuesday 5<sup>th</sup>, 12<sup>th</sup> and 19<sup>th</sup> May 2026</p> <p>Solemnity of the Ascension – Thursday 14<sup>th</sup> May</p>   |
| <b>PE</b>      | <p>P.E will take place <b>on Tuesdays, Wednesdays and Thursdays</b>. Children should come to school dressed in their PE kits.</p>  |   |

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|                            |                  | <u>Knowledge &amp; Skills:</u> <ul style="list-style-type: none"> <li>Develop their throwing and catching and batting skills.</li> <li>Develop how they approach game play, fielding positions and team work</li> </ul>   | Walk to school week – Week beginning Monday 18 <sup>th</sup> May 2026   |
|                            | <b>Music</b>     | <u>Music Theory</u><br>Pupils will further understand how music can be notated to represent pitch and rhythm. Pupils will understand how to read more complex rhythmic ideas and will be able to play music from stave notation within a range of C – C with confidence. Pupils will know the key features of both classical and jazz genres and understand how music has evolved across time.<br>Children will be playing Boomwhackers and Samba Drumming  | Y5 and 6 TED Talk Finals – Thursday 21 <sup>st</sup> May<br><br>Bank Holiday – Monday 4 <sup>th</sup> May<br><br>SATs week – week commencing 11 <sup>th</sup> May<br><br>Post SATs party – Friday 15 <sup>th</sup> May  |
|                            | <b>Computing</b> | <u>Film-making</u> <ul style="list-style-type: none"> <li>plan additional elements for film-making such as locations and props;</li> <li>evaluate whether information is reliable or not;</li> <li>speak clearly into the camera when being recorded;</li> <li>frame an appropriate filming shot when interviewing;</li> <li>arrange video files to form a complete film.</li> </ul>  | Half Term – week commencing 22 <sup>nd</sup> May<br>Fiver Challenge – Month of June<br><br>Other Faiths Week – Islam – week beginning Monday 1 <sup>st</sup> June<br><br>Science Week – week beginning Monday 15 <sup>th</sup> June                           |
| <b>Foundation Subjects</b> | <b>History</b>   | <u>Unheard histories: Who should go on the banknote?</u> <ul style="list-style-type: none"> <li>Name the features of a banknote</li> <li>Make inferences about a person using a banknote</li> <li>Explain the significance of historical figures</li> <li>Make inferences from sources</li> <li>Apply criteria to decide if a person is historically significant and explain why</li> <li>Explain the significance of William Tuke</li> <li>Research important aspects of a person's life</li> <li>Explain what makes a person significant</li> </ul> | Father's Day – Sunday 21 <sup>st</sup> June<br><br>Year 6 Production – Thursday 9 <sup>th</sup> July<br><br>Reports to be sent out – Friday 10 <sup>th</sup> July<br><br>Year 6 Leavers' Mass and barbecue – 5.00pm in Church - Tuesday 14 <sup>th</sup> July |
|                            | <b>Geography</b> | <u>Can I carry out an independent fieldwork enquiry?</u> <ul style="list-style-type: none"> <li>Give examples of issues in the local area</li> <li>Identify questions to be asked to find the relevant data</li> <li>Justify which data collection method is most suitable</li> <li>Design an accurate data collection template</li> </ul>  | Sports Day – Thursday 16 <sup>th</sup> July 2026 at Kings School Sports Ground<br><br>End of Term – Friday 17 <sup>th</sup> July at 1.15pm  |

## Art and Design

- Identify areas along a route that are best for data collection
- Discuss how to mediate potential risks
- Collect data at points located on an OS map
- Manage risks during a fieldwork trip
- Identify any outcomes from data collected
- Map data digitally
- Describe the enquiry process

### Making Memories

- Discuss the work of artists that appreciate different artistic styles
- Create a sculpture to express themselves in a literal or symbolic way
- Reflect verbally or in writing about creative decisions
- Suggest ways to represent memories through imagery, shapes and colours
- Draw a composition of shapes developed from initial ideas to form a plan for a sculpture
- Competently use scissors to cut shapes accurately
- Talk about artists' work and explain what they might use in their own work
- Produce a clear sketchbook idea for a sculpture, including written notes and drawings to show their methods and materials needed
- Successfully translate plans to a 3D sculpture
- Work independently, experimenting and trying new things
- Identify and make improvements to their work
- Produce a completed sculpture demonstrating experimentation, originality and technical competence
- Competently reflect on successes and personal development

## Design and Technology

### Come Dine With Me

- Find a suitable recipe for their course
- Record the relevant ingredients and equipment needed

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|  |  | <ul style="list-style-type: none"><li>• Follow a recipe, including using the correct quantities of each ingredient</li><li>• Write a recipe, explaining the process taken</li><li>• Explain where certain key foods come from before they appear on the supermarket shelf</li></ul> |  |
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